

SCHOOL CODE OF CONDUCT & PROVINCIAL CODE OF CONDUCT

Purposes of the Code

St. Mary's School is committed to working with families, our parish, and community partners in maintaining a safe and orderly Christ-centered learning environment.

A format of progressive discipline will be implemented in our school and we will endeavour to build a safe and caring school environment through appropriate interactions between all members of the school community.

Roles and Responsibilities (Prov. Code of Conduct, Oct. 2007):

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn
- shows respect for himself or herself, for others, and for those in authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for his or her own actions
- Uses technology according to the expectations and rules of the board (3B:5) **specifically the electronic transmission or posting of photographic images of a person or persons on school property, at school events, and during school activities and/or hours, is prohibited.**

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- help their child be neat, appropriately dressed, and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- show that they are familiar with school routines and expectations, encourage and assist their child in following these routines and expectations
- assist school staff in dealing with disciplinary issues involving their child.

Definition of Progressive Discipline

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours

Range of Responses

The components of our progressive discipline continuum include, but are not limited to:

- Behaviour Management Plan
- verbal or non-verbal messages from a teacher or adult in authority
- Class Meetings
- teacher generated written activities which offer reflection, apology and action plan
- teacher collaboration with parent or guardian (orally or in writing – Incident letter)

- peer mediation
- referral to principal
- detention, loss of privileges
- re-location within the classroom or learning environment
- referral to out-of school personnel (counselling services, truancy officer)
- restitution, restorative justice
- suspension
- expulsion.

On an annual basis, the principal will review the School Code of Conduct with School Advisory Council members and with all staff members.

All staff, in dealing with incidents of student misbehaviour, will act in accordance with the definition of progressive discipline and its range of responses.

All staff, in dealing with incidents of misbehaviour by students with special needs, will respond in a manner consistent with the expectations of the student's IEP.